



NEGP MONTHLY

A monthly indepth look at states and communities and their efforts to reach the National Education Goals
Published by the NATIONAL EDUCATION GOALS PANEL

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States Highlighted in this Issue:

Maine, Maryland, Michigan,
North Carolina, Texas,
Connecticut, Minnesota,
Oklahoma, Washington,
Wisconsin, Indiana, and
North Dakota

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Legacy of Charlottesville

Ten years later, the National Education Goals have changed the education landscape. North Carolina Governor James Hunt notes a sea change in the focus of education brought on by the Goals. "Previously, we were interested in inputs into the education system," he said. "The Goals caused us to focus improvement efforts on results."

"The goals we have set are like a 'North Star,'" added Education Secretary Richard Riley. "They give us a sense of direction and they challenge us to keep moving forward."

Kentucky Governor Paul Patton, chair of the Goals Panel, said that for ten years the Goals have been "reminding us of how good we need to be." He applauded the successes achieved thus far, adding that "the one thing we will always need to do is to do better."

Overview

The National Education Goals, since they emerged at the historic Education Summit in Charlottesville ten years ago, have rallied the nation and pointed states, school districts, educators and parents in the direction of higher student achievement. Goals Panel members and speakers participating in a conference, *Building on the Momentum*, honoring the 10th anniversary of the National Education Goals, celebrated the accomplishments of the Goals. "I am convinced that the National Education Goals do work," said Kentucky Governor Paul Patton, chair of the National Education Goals Panel, "though our mission is not complete." He added: "The setting of Goals and the monitoring of their progress is a national achievement."

The National Education Goals were crafted in 1989 after then-President Bush and the nation's governors held an education summit in Charlottesville, Virginia. At that time, six goals were adopted that focused on school readiness, high school graduation, student achievement and citizenship, math and science achievement, school safety and adult literacy. In 1994, the Clinton administration and Congress agreed to two more goals: one for teacher training, the other for parent participation.

These Goals "helped to elevate education to the top of the public policy agenda and sustained education as a public priority for an unprecedented period of time," according to the Goals Panel. They have provided an overarching framework to assist national, state and local efforts to improve learning for all children. Reaching the Goals is a work in progress.



Goals Earn High Marks

The Goals Panel reports that the Goals and the efforts of the Goals Panel have helped the nation make progress over the last decade by:

- Focusing education improvement efforts on results;
- Sustaining strong, broad-based support for education reform;
- Helping launch and support academic standards;
- Supplying comparable data that enable states to monitor their progress toward the Goals and benchmark their education performance against the best in the nation and the world; and
- Informing state and local efforts to improve education performance, particularly in raising student achievement and improving learning environments for young children.

Each Goal has provided educators and policymakers with a framework to begin or expand their state's or school district's work to reform schools with the overarching goal of improving student achievement and producing thoughtful citizens and productive workers. "There is no doubt that the National Education Goals and the Goals Panel have encouraged a broad spectrum of educators, parents, students, business and community leaders, policy makers and the public to work toward attainment of a better educational system," declared Patton.

More Goals Work Ahead

While challenges remain to achieve each Goal, Goals Panel members and many educators continue to support the Goals as a positive force in education reform. The *Building on the Momentum* conference featured several speakers who praised the Goals Panel's Herculean efforts to cull through the data that relate to each goal, organizing them in a way that shows national and state progress. Often the data are unwieldy, a finding in and of itself. In some cases, the Goals Panel's efforts have produced a change in the way data is collected and reported.

Two questions were addressed by separate panels during the conference. The first question was: *What Will Be the Big Education Issues for the Next Student Generation?* On hand to discuss this issue was:

- Hedrick Smith: television documentary producer and author
- Leo Estrada: University of California at Los Angeles
- Sandra Feldman: American Federation of Teachers
- Hugh Price: National Urban League
- Diane Ravitch: New York University and the Brookings Institution

The second question, *How Can the Goals and the Panel Best Add Future Value*, was discussed by:

- Richard F. Elmore: Harvard University
- Sharon Lynn Kagan: Yale University
- Denis P. Doyle: SchoolNet
- Robert Wehling: Procter & Gamble

In general the speakers urged the Goals Panel to continue work to promote standards, emphasize the teaching of all children to high standards, create opportunities for meaningful professional development and continue on a bipartisan path. Following are a collection of comments from the speakers:

Hedrick Smith drew on his experience in Russia, China and Europe to bring a global perspective to bear on the goals and standards in the U.S. "The challenge is global," he said. For Smith, benchmarking should not be based on school-by-school or state-by-state comparisons, but on international comparisons. He also said that America's greatest challenge is to educate the average student. "Unless our mid-level kids are at the top, the mid-level jobs will go elsewhere in the world."

Leo Estrada presented a demographic display of the ethnicity of future American students. According to Estrada, the U.S. is one of the few, large, advanced countries that will grow, with 95% of that growth concentrated in 17 states. By 2020, the Hispanic population of the U.S. will double, and minorities will increase from the current 28 percent to 56 percent in the coming decade. Estrada recommends that schools begin their preparations for



The National Education Goals Panel

GOVERNORS

Paul E. Patton
Kentucky, Chair, 1999

John Engler
Michigan

Jim Geringer
Wyoming

James B. Hunt, Jr.
North Carolina

Frank Keating
Oklahoma

Frank O'Bannon
Indiana

Tommy G. Thompson
Wisconsin

Cecil H. Underwood
West Virginia

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U.S. Secretary of Education

Michael Cohen
Senior Advisor to the
U.S. Secretary of Education

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New Mexico

U.S. Senator Jim Jeffords
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U.S. Representative William F. Goodling
Pennsylvania

U.S. Representative Matthew G. Martínez
California

STATE LEGISLATORS

Representative G. Spencer Coggs
Wisconsin

Representative Mary Lou Cowlshaw
Illinois

Representative Douglas R. Jones
Idaho

Senator Stephen Stoll
Missouri

educating a rapidly changing school population.

Sandra Feldman urged the Goals Panel to "keep standards moving." She called for attention to be paid to teacher quality and to "teach all children, even the poorest." Feldman pointed out the following resources needed to meet the needs of the nation's poorest children: smaller class sizes in the lower grades and for disadvantaged children; and, the creation of on-going, just-in-time interventions.

Hugh Price praised the Goals Panel for keeping the nation focused on student achievement. He noted progress made in preventing teen pregnancies and the declining rate of teen unemployment. However, he warned of a major problem on the horizon if 40 percent to 60 percent of American students are unable to graduate from high school over the next few years as is currently predicted. In the future, he argues that one key to improving education for all students is to pay teachers competitive wages; but teachers must be willing to "shed protections," including tenure, seniority and "punching-the-clock."

Diane Ravitch said the Goals are "big issues now and for the next generation." She compared the high school course requirements in 1982 with those in 1994. In 1982, only 14 percent of students had taken four years of English and three years of math, science and social studies. By 1994, half of the students took those courses. In 1982, only 9 percent of students had taken an academic curriculum, jumping to 39 percent by 1994. Ravitch strongly advised the Goals Panel to "stay the course on standards and accountability."

Richard Elmore lauded the Goals for "creating a system that gives us feedback." He underscored the importance of first "placing the stakes on the adults before placing them on the kids [so] kids are not blamed for the failures of adults." Elmore cautioned that "until you can walk into a classroom and see quality, it is unlikely we will accomplish much for building accountability."

Sharon Lynn Kagan said the past decade has been "productive" for Goal 1. Through the work of the Goals Panel, "we were able to define readiness," a critical step in the journey to Goal attainment. She warned against narrowing the vision or mission of the Goals Panel. The existing goals have "created hope, dreams and opportunities for millions of children in this nation," she said. She pointed out that the unique value of the Goals Panel is to be out front using data to frame issues.

Dennis Doyle said "the lifeblood of education reform is data." The Goals Panel's efforts to produce and organize the data, and then "transforming the data into practice," is what will make the Goals leave a lasting and positive mark on the education landscape. "And, improving practice is what standards and assessments should be about," he added.

Bob Wehling agreed on the importance of data collection and dissemination. "Get the data out there," advised Wehling. "Summaries of what everyone is working on helps the nation to move in the right direction." He suggested that one way to see the Goals achieved is to "develop an army of people in every city and state to do the work of the Goals Panel." Wehling praised the work of the Goals Panel, but added that so far it has been directed at adults. Students also need to know what the standards are and how long they have to achieve them. Wehling recommended that the Goals Panel enlist different associations to go into the



schools and help students understand the expectations.

The Panel hearing and discussions was followed by a celebration dinner where President Clinton and former-President George Bush were honored for their participation in the formation of the National Education Goals. Twelve states also were recognized for their progress toward the Goals.

Twelve Shining Stars

The Goals Panel recognized twelve states for making outstanding progress toward the goals during the past decade. "I think it is key to the central role of the Goals Panel that we recognize and encourage states that are making progress toward the National Education Goals and learn from their examples," said Patton. "It is fitting that on the same night we honored the innovators and leaders of the National Goals movement that we recognized the hard work and achievement of so many people who helped in these 12 states."

The twelve states are:

- **Maine:** *Outstanding performance on Goal 1, Ready to Learn and high performance across the National Education Goals*
- **Maryland:** *Outstanding progress toward Goal 2, High School Completion*
- **Michigan:** *Outstanding progress toward Goal 2, High School Completion*
- **North Carolina:** *Outstanding progress toward Goals 3, Student Achievement and across the National Education Goals*
- **Texas:** *Outstanding progress toward Goal 3, Student Achievement and across the National Education Goals*
- **Connecticut:** *Outstanding performance in Goal 3, Student Achievement and across the National Education Goals*
- **Minnesota:** *Outstanding performance in Goal 4, Teacher Preparation and Goal 5, Mathematics and Science Achievement*
- **Oklahoma:** *Improved performance on Goal 4, Teacher Preparation*
- **Washington:** *Outstanding performance on Goal 6, Adult Literacy*
- **Wisconsin:** *Outstanding performance on Goal 5, Mathematics and Science Achievement, and Goal 7, Safe Schools*
- **Indiana:** *Outstanding performance on Goal 6, Adult Literacy*
- **North Dakota:** *Outstanding performance on Goal 8, Parental Participation and across the National Education Goals.*

Building a Nation of Learners: 1999

On December 2, the Goals Panel also released its annual report, *The National Education Goals Report: Building a Nation of Learners, 1999*, which contains new and updated data for a broad range of indicators that measure progress toward the eight National Education Goals. For the first time, the 1999 report includes:

- state-by-state results on 8th-grade **reading**;
- national data for grades 4, 8 and 12 and state data for grade 8 on **writing** achievement; and
- and national data for grades 4, 8 and 12 on **civics** achievement.

Overall, the data show the nation is making progress toward the National Education Goals at a national and state



The National Education Goals



Ready to Learn



School Completion



Student Achievement and Citizenship



Teacher Education and Professional Development



Mathematics and Science



Adult Literacy and Lifelong Learning



Safe, Disciplined, and Drug-Free Schools



Parental Participation

level. However, the Goals have not been met. "We have to recognize and celebrate the progress, not be satisfied for even one moment but realize that we do not need to get depressed because we have not met every Goal," said Michigan Governor John Engler, a member of the Goals Panel. "We need to understand that this is a long journey, the National Education Goals have worked wonderfully, they will continue to work well and they are going to continue to drive performance."

The data show significant improvement at the national level in the following areas of Goals 1, 3, 5 and 7:

Goal 1: Ready to Learn

- The proportion of infants born with one or more of four health risks has decreased.
- The percentage of 2-year-olds who have been fully immunized against preventable childhood diseases has increased.
- The percentage of families who are reading and telling stories to their children on a regular basis has increased.
- The gap in preschool participation between 3- to 5-year old from high- and low-income families has decreased.

Goal 3: Student Achievement and Citizenship

- The percentage of students who are proficient in reading has risen in grade 8.
- The percentages of students who are proficient in math have risen in grade 4, 8 and 12.

Goal 5: Mathematics and Science

- The proportion of college degrees awarded in math and science has increased. This is true for all students, minority and female students.

Goal 7: Safe, Disciplined and Alcohol- and Drug-free Schools

- The percentage of students who report that they have been threatened or injured at school has decreased.

Several indicators also show a decline in national performance. They are in Goals 4 and 7:

Goal 4: Teacher Education and Professional Development

- The percentage of secondary school teachers who had a degree in their main teaching assignment has decreased.

Goal 7: Safe, Disciplined and Alcohol- and Drug-free Schools

- The percentage of students reporting that they used an illicit drug has increased.
- The percentage of students reporting that someone offered to sell or give them drugs at school has increased.
- The percentage of public school teachers reporting that they were threatened or injured at school has increased.
- A higher percentage of secondary school teachers report that disruptions in their classrooms interfere with their teaching.



A Look at the States

The Goals Panel also reports on progress made toward the Goals by state. This year, Colorado, Connecticut, Kentucky, North Carolina and South Carolina led the states with significant improvement on 13 measures. Nipping at their heels with significant improvement on 12 measures is Texas.

Throughout the states, key improvements were made in the following areas:

Goal 1: Ready to Learn

- 37 states reduced the percentage of infants born with one or more of four health risks.
- 50 states increased the percentage of mothers receiving early prenatal care.
- 49 states increased the proportion of children with disabilities participating in preschool.

Goal 2: School Completion

- 12 states reduced their high school dropout rates.

Goal 3: Student Achievement and Citizenship

- 27 states increased the percentage of 8th graders who are proficient in math.
- 50 states increased the proportion of scores on Advanced Placement examinations that were high enough to qualify for college credit.

Goal 4: Teacher Education and Professional Development

- 17 states increased the percentage of public school teachers who received support from a master or mentor teacher during their first year of teaching.

Goal 5: Mathematics and Science

- 51 states increased the percentage of degrees earned by all students that were awarded in math and science.
- 37 states increased the percentage of degrees earned by minority students that were awarded in math and science.
- 51 states increased the percentage of degrees earned by female students that were awarded in math and science.

Goal 6: Adult Literacy and Lifelong Learning

- 10 states increased voter registration.
- 39 states increased the percentage of high school graduates who immediately enrolled in college.

Goal 8: Parental Participation

- 17 states increased the influence of parent associations on public school policies.

Several areas of decline also were noted in the Goals Panel report. They are:

Goal 1: Ready to Learn

- In 36 states the percentage of infants born at low birth weight has increased.

Goal 2: School Completion

- In 11 states, the high school dropout rate has increased.



What is the National Education Goals Panel?

The National Education Goals Panel is a unique bipartisan body of state and federal officials created in 1990 by President Bush and the nation's Governors to report state and national progress and urge education improvement efforts to reach a set of National Education Goals.

Who serves on the National Education Goals Panel and how are they chosen?

Eight governors, four state legislators, four members of the U.S. Congress, and two members appointed by the President serve on the Goals Panel. Members are appointed by the leadership of the National Governors' Association, the National Conference of State Legislatures, the U.S. Senate and House, and the President.

What does the Goals Panel do?

The Goals Panel has been charged to:

- Report state and national progress toward the National Education Goals.
- Work to establish a system of high academic standards and assessments.
- Identify promising and effective reform strategies.
- Recommend actions for state, federal and local governments to take.
- Build a nationwide, bipartisan consensus to achieve the Goals.

The annual Goals Report and other publications of the Panel are available without charge upon request from the Goals Panel or at its web site www.negp.gov. Publications requests can be made by mail, fax, or e-mail, or Internet.

Goal 6: Adult Literacy and Lifelong Learning

- In 11 states, lower percentages of students are enrolling in college immediately after high school.

Goal 7: Safe, Disciplined and Alcohol- and Drug-free Schools

- In 16 states, higher percentages of students report using marijuana.
- In 15 states, higher percentages of students report that drugs are available on school property.
- In 37 states, higher percentages of public school teachers report that student disruptions in class interfere with their teaching.

"This should sound an alarm," cautioned Oklahoma Governor Frank Keating, a member of the Goals Panel. "We cannot turn our back on this information. We must rededicate ourselves to change these trends."

Time for Action

Goals Panel members believe that the nation has greatly benefited from the National Education Goals, which provide a comprehensive vision of the education results Americans want. They outlined future actions they plan to take to shepherd the Goals into the next century. The Goals Panel has committed to the following actions:

- *To continue to work with policymakers to use the Goals in education improvement strategies; and*
- *To hold a series of field hearing during the coming year.*

"We applaud the accomplishments that have been made so far in working toward the National Education Goals and commend the students, teachers, parents and education leaders who are responsible for so much hard work," said Patton. "We still have a long way to go ... The improvements called for in the National Education Goals are as important today as they were ten years ago. I urge every state to make them a priority and to build on the momentum toward their attainment."

To download a copy of the *National Education Goals Report: Building a Nation of Learners, 1999* and the *Action Statement*, visit the National Education Goals Panel web site at www.negp.gov.

Upcoming Goals Panel Events and Products

January 2000: Release of *Promising Practices*.

February 26: NEGP meeting and announcement of NEGP chairman for 2000.

Spring 2000: Teleconference – *Creating High Achieving Schools: Aligning Education Rhetoric, Resolve and Results* – A Goals Panel and National Alliance of Business discussion of applying Baldrige quality processes to schools.